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MODELLING FEAR OF ORAL PRESENTATION THROUGH SOCIAL COGNITIVE THEORY:AN APPLICATION OF PLS-SEM

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Abstract:

This study investigates facets of fear of oral presentations among EFL university. Oral presentations are almost a compulsory requirement in higher education, yet many learners' experience anxiety due to the simultaneous demands of content preparation and language proficiency across all courses. Guided by Social Cognitive Theory, this study predicts a model explaining the factors of oral presentation anxiety. This quantitative design used the PLS-SEM to address four research questions and test four corresponding hypotheses. Data was collected from 104 undergraduates enrolled in a Malaysian public university. The analysis showed that the null hypotheses for Hypothesis 1 and Hypothesis 3 were accepted, indicating no significant relationships between fear and personal factors, nor between and environmental factors. In contrast, behavioural components demonstrated a significant association with presentation anxiety. Additionally, findings for Research Question 4 revealed notable effects across personal, behavioural, and environmental components; effect sizes were substantial for personal and behavioural factors, while environmental influences also demonstrated a considerable impact. These results underscore the complexity of factors shaping oral presentation anxiety and highlight behavioural components as the most prominent predictors within the proposed model.

Keyword:

Fear, Oral Presentation, PLS-SEM, Social Cognitive Theory

Introduction

One main challenge in higher institutions of learning is the fear of oral presentation. Unfortunately, many courses end with an oral presentation that would be graded for the students. Interestingly, even good presenters face oral presentation fears. Some face fears that stem from their personal dispositions. Other students fear oral presentations because of behavioural factors. In addition to that, the surrounding environment that the presenter is put in can also cause presentation anxiety. The social cognitive theory (Bandura, 1986) states that learning is influenced by three main factors, which are personal, behavioural, and environmental.

According to Grieve et.al. (2021) oral presentation anxiety is caused by aspects such as self-efficacy, prior performance experiences, observational learning, social support, and evaluative pressures. In addition to that, Mokhtar (2025) also adds that among some of the sources of fear of oral presentation are fear of making mistakes and fear of being judged by peers. The study by Huda et al. (2024) explored public speaking anxiety among university students. The data in the study were analysed using Pearson correlation and regression analyses. In view of that, this current study attempts to investigate university students' fear of oral presentation using the Partial Least Squares Structural Equation Modelling (PLS-SEM) method. This method offers an opportunity to model these complex relationships empirically (Hair et al., 2017). This model predicts key outcomes such as presentation anxiety or performance quality.

Table 1 below presents research aims and objectives. There are six research objectives, research questions, and research hypotheses. The research questions will be answered using SmartPLS analysis using both measurement and structural models.

Table 1- Distribution of Research Objectives, Research Questions, and Hypotheses.

NO	Research Objective	Research Question	Research Hypothesis
1	To determine the relationship between fear of oral communication and personal components	Is there a relationship between fear of oral communication and personal components?	There is no significant relationship between fear of oral communication and personal components
2	To determine the relationship between fear of oral	Is there a relationship between fear of oral	There is no significant relationship between fear

	communication and behavioural components	communication and behavioural components?	of oral communication and behavioural components
3	To determine the relationship between fear of oral communication and environmental components	Is there a relationship between fear of oral communication and environmental components?	There is no significant relationship between fear of oral communication and environmental components
4	To determine the effect of fear of oral communication on personal, behavioural and environmental components	To what extent does fear of oral communication give effect to personal, behavioural and environmental components?	Fear of Oral communication does not cause effects on personal, behavioural and environmental components.

Literature Review

Three points will be discussed in the literature review: SCT and Fear of Oral Presentation, Integration of SCT and PLS-SEM, Past studies, and Conceptual Framework

Theoretical Framework of the Study

This study is anchored on two main structures: Social Cognitive Theory (SCT) and Integration of SCT and PLS-SEM:

Social Cognitive Theory (SCT) and Fear of Oral Presentation

Social cognitive theory is used in this study to map the causes of fear of oral presentation. Bandura (1986) states that the learning process is influenced by three main factors. These three factors are reported to be related to one another to influence learning. The factors are personal components, behavioural components, and environmental components.

Firstly, one important element that causes fear of oral presentation is personal components. Students with higher self-efficacy have lower levels of anxiety during oral presentations (María et al., 2015; Kong et al., 2024). Students with higher levels of social anxiety are reported to experience fear during oral presentations, and this fear will influence the presentation assessment (Duker et al., 2022). Yaman & Kavasoğlu (2013) add that it is the internal dispositions, such as nervousness and feeling of adequacy, that created the fear, and this fear is usually overcome through their use of social-affective and fluency-oriented strategies (Endler, 1980).

Behavioural factors, including past experiences and coping strategies, also influence the fear of oral presentations. Negative past experiences, such as receiving undesirable comments or feedback, can lead to negative outcome expectations and increased anxiety (Li & Lin, 2016). Alternatively, learners use positive coping strategies to reduce anxiety and improve self-efficacy. In addition to that, presenters also resort to strategies such as accuracy-oriented and

message reduction and non-verbal strategies to reduce their anxiety (Yaman & Kavasoğlu, 2013).

Environmental factors, such as social support and classroom dynamics, significantly impact students' anxiety levels during oral presentations. Supportive environments that provide social support and positive reinforcement can help mitigate anxiety and improve performance (Gupta et al., 2022). Conversely, environments that are perceived as unsupportive or hostile can exacerbate anxiety. However, the presence of external factors such as teacher support and peer encouragement can help reduce the learners' fears.

Integration of SCT and PLS-SEM

According to Bandura (1986), SCT presents a framework that presents the interaction between personal, behavioural, and environmental factors in the context of fear of oral presentations. By using PLS-SEM, researchers can examine the direct and indirect relationships between these factors, providing an understanding of how they interact to influence anxiety and performance.

In summary, the fear of oral presentations is affected by a complex interplay of personal, behavioural, and environment. SCT offers a useful framework for understanding these relationships, and PLS-SEM provides a tool for examining them empirically. By integrating these approaches, researchers can understand the factors that contribute to public speaking anxiety and develop more effective strategies to help students manage their fear during their performance.

Past Studies

Grieve et al. (2021) conducted a qualitative investigation into the origins of students' fears and the strategies they employ to manage them. The study aimed to explore how fear influences students' experiences within higher education. Data were collected by means of four open-ended questions. The participants were 46 university students. Data was analyzed using thematic analysis. The analysis generated six themes. The themes include anxiety towards judgment, physical manifestations of anxiety, uncertainty regarding the subject matter, and detrimental impacts on the overall university experience. This study concluded that fear exerts a negative influence on students' engagement and success in higher education.

Next, Mokhtar (2025) investigated university students' experiences of public speaking anxiety (PSA) in a Malaysian public university, examining both virtual and in-person presentation contexts. Using semi-structured interviews and analyzing the data through NVivo 14, the study aimed to inform the development of interventions designed to strengthen students' confidence and public speaking performance. The findings highlighted several sources of anxiety, including fear of making mistakes, concerns about peer judgment, limited confidence and preparation, and challenges with language proficiency. Students also reported varied reactions from classmates during presentations, ranging from supportive behaviours to indifference, alongside persistent fears of being judged. To manage their anxiety, participants described employing strategies such as extensive practice and preparation, relaxation techniques, positive self-talk, focusing attention on objects, seeking support, and using props or scripts.

Huda et al. (2024) examined the influence of public speaking anxiety on university students' academic performance. The study also investigates whether fear of negative evaluation mediated this relationship. 140 students participated in this study. The instrument used was the Public Speaking Anxiety Scale. Data was analysed using Pearson correlation and regression analyses. Findings showed that there is a significant positive association between public speaking anxiety and fear of negative evaluation. Findings also showed that there is a significant negative association between public speaking anxiety and academic performance. It was also reported that the variable fear of negative evaluation did not significantly mediate the relationship between anxiety and academic outcomes. Overall, the findings indicate that public speaking anxiety exerts a significant negative effect on academic achievement, whereas fear of negative evaluation plays a less influential mediating role than expected.

Conceptual Framework and Proposed Model of the Study

Figure 2 shows the conceptual framework and the proposed model of the study. This study is done to predict a model for the fear of oral presentation from the perspectives of the social cognitive theory (Bandura, 1986).
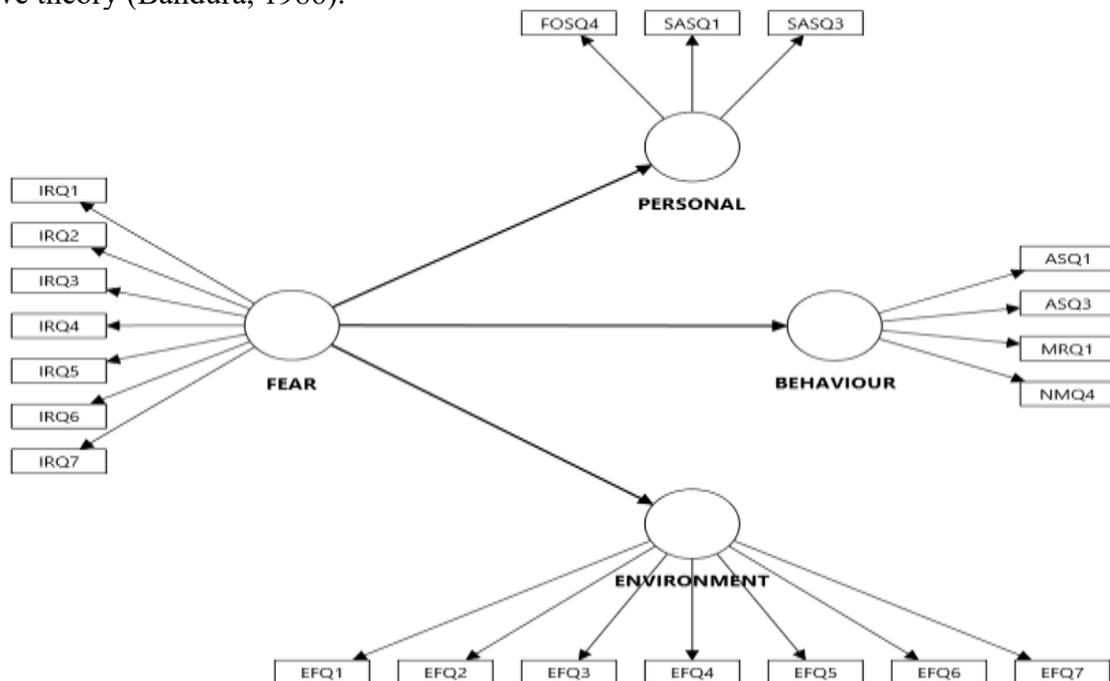

Figure 2- The Conceptual Framework –The Influence of Fear of Oral Presentation from The Perspectives of Social Cognitive Theory

Fear of oral presentation often develops from an interaction of personal beliefs, behavioural patterns, and environmental influences. On a personal level, many individuals hold negative expectations about their abilities, such as assuming they will forget their ideas, make mistakes, or be judged harshly. These thoughts lower self-efficacy and increase anxiety, making speaking in front of others feel threatening. Behavioural factors also contribute, particularly when someone has had limited practice or past experiences that were embarrassing or unsuccessful. Avoiding presentation opportunities reinforces fear because the person never has the chance to develop stronger skills or replace negative memories with positive ones. Environmental factors further intensify this fear, as classroom or audience settings can feel intimidating, especially when listeners appear disinterested, critical, or unfamiliar. The structure of the presentation

environment, such as strict grading, time pressure, or lack of supportive feedback, can heighten stress and make individuals more self-conscious. According to Social Cognitive Theory, these three elements do not operate separately; instead, they influence one another continuously. For example, a student with low confidence (personal factor) may speak quietly or hesitate during a presentation (behavioural factor), causing the audience to look confused or disengaged (environmental factor), which then reinforces the student's belief that they are not good at public speaking. Over time, this cycle strengthens the fear response. Understanding that fear of oral presentation results from this dynamic interaction can help individuals intervene more effectively by improving self-confidence, seeking supportive environments, and practicing behaviours that gradually reduce anxiety.

Methodology

Research Design

This study employs a quantitative design. The research goal is to explore an extension of an existing theory. The model chosen for this study is a hierarchical component model, Type II, which utilizes a combination of reflective-reflective models. This type indicates that the higher-order construct (Fear) is formed by lower-order constructs (LOCs; Person, Behaviour, and Environment). According to Fornell and Bookstein (1982), a reflective model is employed when the construct is a trait and explains the indicators.

With reference to Figure 2 above, the higher construct (HOC) is Fear with 7 items. This HOC is formed by three lower-order constructs (LOC), and they are Personal with 3 items, Behaviour with 4 items, and Environment with 7 items.

Population and Sample

The demographic analysis is presented in percentages. According to Ziegenfuss (2021), researchers report demographic data in percentages to establish sample representatives and allow for generalizability to a larger population. Presenting in percentages also provides an overview of participants' characteristics and offers a clear and understandable picture of the sample makeup.

The population of the study is students who underwent online classes throughout the semester in a public university in Malaysia. The sample is 104 respondents who attended an academic writing class. With reference to Table 2, 48% of the participants are male, while 52% are female students. Next, 35% are from the Social Sciences cluster, while 65% are from the Sciences & Technology cluster. 61% reported to prefer face-to-face classes, while 39% preferred online classes.

Table 2- Percentage for Demographic Profile

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	52%
		Female	48%
2	Discipline	Social Sciences	35%
		Science & Technology	65%
3	Type of Class Preferred	Face-to-face	61%

| Online | 39% |

Instrument

The instrument is a questionnaire. Guided by Social Cognitive Theory, this study investigates ESL learners' fear of oral communication and their perceptions of communication strategies. The instrument used a 5-point Likert scale, with scale 1 being " never. Scale 2 represents rarely. Scale 3 represents sometimes, while scale 4 is often, and scale 5 is always.

The questionnaire, adapted from Endler (1980) and Yaman and Kavasoğlu (2013), comprises variables representing the causes of oral communication anxiety as well as the strategies learners employ. Four main variables are identified: 7 items on fear of oral communication, 3 items on personal components, 4 items on behavioural factors, and 7 items on environmental factors. The fear of oral communication items addresses learners' internal thoughts and how they manage anxiety. The personal component items focus on individual strategies linked to learners' fluency. Behavioural factors relate to learners' use of strategies such as negotiating meaning, ensuring accuracy, and employing message reduction techniques, including non-verbal cues. Finally, environmental factors encompass external elements that influence the speakers' communication experience.

Data Collection and Data Analysis

Data is collected online. The data is then analyzed using SmartPLS 4 through two main stages. As suggested by Hair et.al. (2017), data analysis is carried out at two levels: the measurement and structural model. The first stage is the measurement model, which measures the outer model. The second stage is the structural model, which measures the inner model. The analyzed data is used to answer the research questions and also to confirm the model chosen.

Findings

The model formed for this study is that of a higher-order construct (HOC). The reflective-reflective measurement model was chosen. A reflective measurement model is the formation of a single unobserved latent construct, and this construct influences multiple variables (indicators). Another key feature of LOC is that the indicators are interchangeable. In this study, the construct composing through socio-cultural theory is predicted to influence five other constructs: (i) fear of oral presentation, (ii) personal factors, (iii) behavioural factors, and (iv) environmental factors.

The findings are presented in two stages. The first stage presents the (a) measurement model, and the third stage reveals the (b) structural model as well as answers research questions.

Measurement Model

In SmartPLS, the measurement model assesses the (i) reliability and (ii) validity of the constructs. This is done by examining the relationships between them and their observable behaviour. The measurement model measures the outer model. Figure 3 below shows the measurement model for this study. Further detailed explanation of this model is elaborated in Table 5 below.
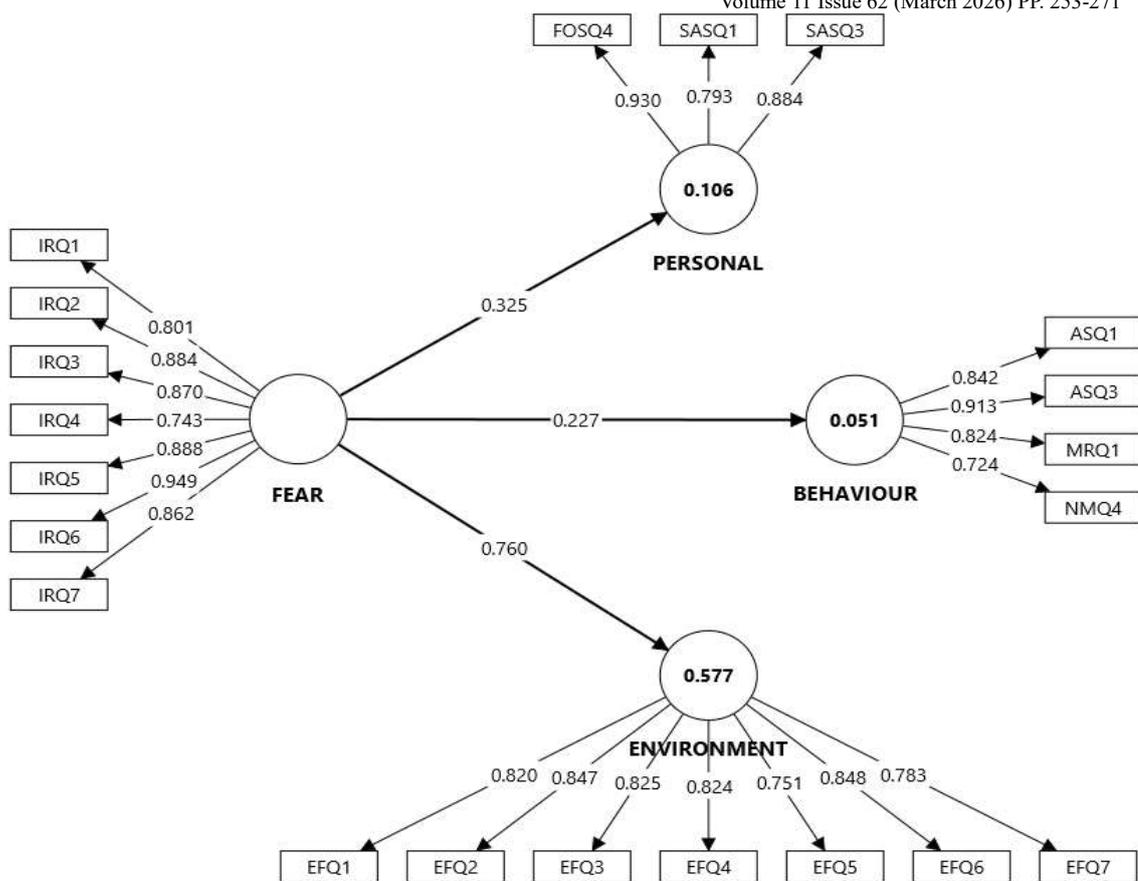
Figure 3- The Measurement Model

Reliability

According to Ringle (2016), reliability is assessed by checking indicator reliability and internal consistency reliability. Internal consistency is done using Composite reliability (rho_c) and Cronbach's Alpha. The cut-off value for Cronbach's Alpha is 0.70 to 0.90. The cut-off values for composite reliability (rho_c) are 0.70-0.90. For indicator reliability, the factor loadings cut-off values are >0.70 and squared loadings ≥0.50. Finally, the cut-off values for Average Variance Extracted (AVE) ≥0.50.

Table 3 -Results for Reliability- Fear of Oral Presentation

CONSTRUCT/ ITEM	FACTOR LOADING	CRONBACH'S ALPHA	COMPOSITE RELIABILITY (rho_c)	AVERAGE VARIANCE EXTRACTED (AVE)
		0.94	0.951	0.738
IRQ1	0.801			
IRQ2	0.884			
IRQ3	0.87			
IRQ4	0.743			
IRQ5	0.888			
IRQ6	0.949			

IRQ7	0.862

Table 3 presents the reliability results for Fear of oral presentation. Factor loading of all items was found to be between 0.738 and 0.949. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach's Alpha for Fear is 0.94, the composite reliability is 0.951, and the AVE is 0.738.

Table 4 -Results for Reliability- Personal Components

CONSTRUCT/ ITEM	FACTOR LOADING	CRONBACH'S ALPHA	COMPOSITE RELIABILITY (rho_c)	AVERAGE VARIANCE EXTRACTED (AVE)
		0.841	0.904	0.759
SASQ1	0.793			
SASQ3	0.884			
FOSQ4	0.93			

Table 4 presents the reliability results for personal components. Factor loading of all items was found to be between 0.759 and 0.93. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach's Alpha for personal components is 0.841, the composite reliability is 0.904, and the AVE is 0.759.

Table 5 -Results for Reliability- Behaviour

CONSTRUCT/ ITEM	FACTOR LOADING	CRONBACH'S ALPHA	COMPOSITE RELIABILITY (rho_c)	AVERAGE VARIANCE EXTRACTED (AVE)
		0.848	0.897	0.686
NMQ4	0.724			
MRQ1	0.824			
ASQ1	0.842			
ASQ3	0.913			

Table 5 presents the reliability results for behaviour. Factor loading of all items was found to be between 0.686 and 0.876. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach's Alpha for connectedness is 0.848, the composite reliability is 0.897, and the AVE is 0.686.

Table 6 -Results for Reliability- Environment

CONSTRUCT/ ITEM	FACTOR LOADING	CRONBACH'S ALPHA	COMPOSITE RELIABILITY (rho_c)	AVERAGE VARIANCE EXTRACTED (AVE
		0.915	0.932	0.664
EFQ1	0.82			
EFQ2	0.847			
EFQ3	0.825			
EFQ4	0.824			
EFQ5	0.751			
EFQ6	0.848			
EFQ7	0.783			

Table 6 presents the reliability results for the environment. Factor loading of all items was found to be between 0.664 and 0.932. The loadings comply with the indicator reliability of more than 0.7. Next, the Cronbach's Alpha for connectedness is 0.915, the composite reliability is 0.932, and the AVE is 0.664.

Validity

According to Ramayah (2018), for validity, the Discriminant validity (HTMT) needs to be <0.85 or <0.90. Results are presented in the table below. Table 10 presents the discriminant validity of the model. Results are presented based on constructs (i) fear, (ii) behaviour, (iii) personal, and (iv) environment.

Table 7- Discriminant Validity (HTMT)

	BEHAVIOUR	ENVIRONMENT	FEAR
BEHAVIOUR			
ENVIRONMENT	0.391		
FEAR	0.234	0.792	
PERSONAL	0.714	0.307	0.335

Results (Table 7) are presented based on constructs (i) fear, (ii) behaviour, (iii) personal, and (iv) environment. None of the variables met the threshold.

Structural Model

In SmartPLS, the structural model visualizes the hypothesized causal relationships between constructs. The structural model is thus formed after the researcher has established the reliability and validity in the measurement model. For the analysis of the structural model, the researcher runs bootstrapping and examines the collinearity, path coefficients of determination, effect size, PLS predict, and IPMA. In addition to that, the analysis in the structural model allows the researcher to answer research questions 1-6 and hypotheses 1-3. Figure 4 below shows the structural model for this study. Detailed explanation is elaborated in the Tables

below. Below are the reports for (i) Collinearity, (ii) Coefficients of determinants (R^2), (iii) P-value, (iv) Effect Size (f^2), (v) PLS Predict (Q^2), and (vi) IPMA.
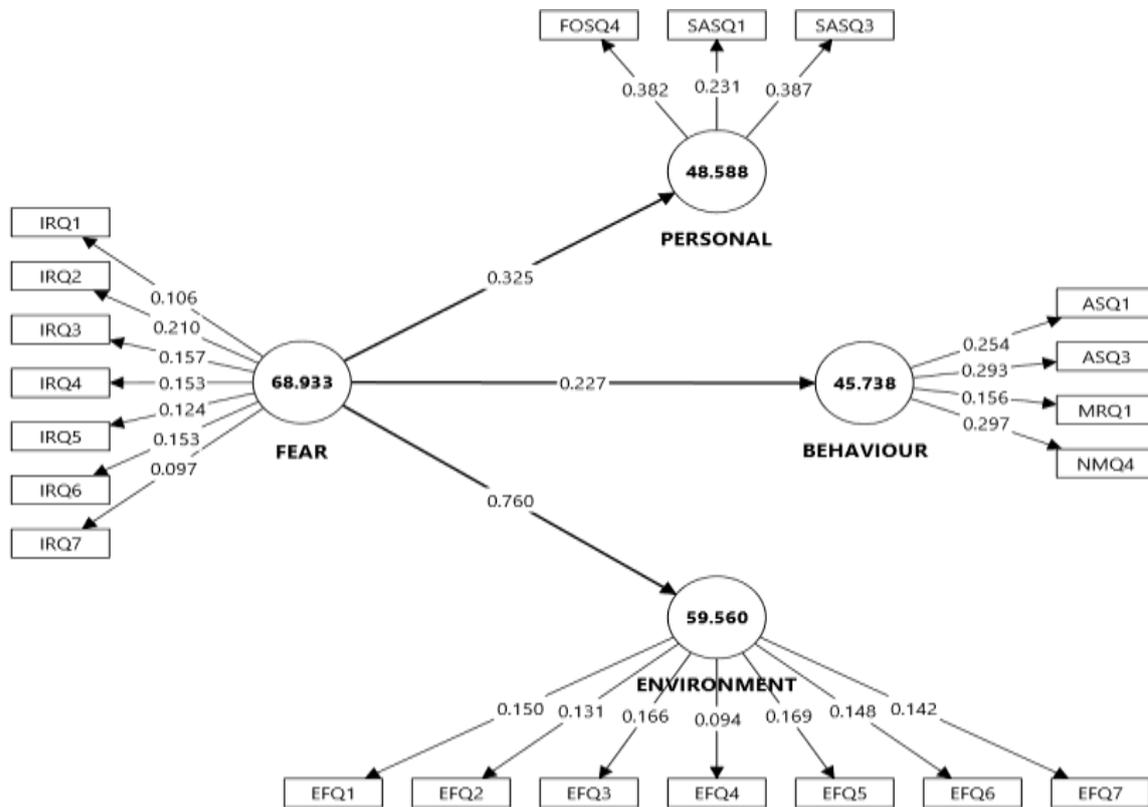

Figure 4- Structural Model Composing through Socio-Cultural Theory
Collinearity

According to Ringle (2016), the cut-off value for collinearity inner model VIF is ≤ 5.0. For coefficients of determination (R^2) 0.2 to 0;7, depending on the field of study. Social Sciences & Economics follows the range above. For path coefficient (beta and t-value). The Beta can be positive or negative. For one-tailed tests, $t \geq 1.65$. For two-tailed $t \geq 1.96$. The cut-off values for effect sizes (f^2) are 0.02 (small), 0.15 (medium), and 0.35 (large). Finally, for Q^2, it should be ≥ 0.

Table 8- Collinearity

	Original sample (O)
FEAR -> BEHAVIOUR	1
FEAR -> ENVIRONMENT	1
FEAR -> PERSONAL	1

Table 8 above presents the collinearity results for this study. According to Ringle (2016), the inner model VIF must be less than or equal to 5.0. Results indicated that composing has good collinearity with fear, behaviour, environment, and personal components.

Coefficients Of Determinants **(R^2)**

Table 9-R^2

	Original sample (O)
BEHAVIOUR	0.051
ENVIRONMENT	0.577
PERSONAL	0.106

Table 9 shows the results for coefficients of determination (R^2). Results reveal that the R^2 value for Behaviour is 0.051 (approximately 1%), Environment is 0.577 (approximately 58%), and Personal is 0.106 (approximately 11%).

P-Value

Table 10- P-Value

	Original sample (O)	T statistics (|O/STDEV|)	P values	Null Hypothesis
FEAR -> BEHAVIOUR	0.227	1.674	0.001	Reject
FEAR -> ENVIRONMENT	0.76	11.521	0	Reject
FEAR -> PERSONAL	0.325	1.968	0	Reject

According to Hair et.al. (2017), the p-value is used for hypothesis testing. The value indicates if the null hypothesis were true. The threshold value is set to be less than 0.05. Table 10 above shows that the p-value for fear & behaviour is 0.001. The p-value for fear & environment is 0.000. The p-value for fear & personal factors is 0. Hence, the null hypothesis is rejected for fear& behaviour as well as fear & personal factors. The null hypothesis is also rejected for fear & environment.

Effect Size (f^2)

According to Ringe et al. (2016), for effect size, values from 0.02 to 0.15 are considered small. Values between 0.15 and 0.35 are considered medium, while values 0.35 and above are considered large.

Nevertheless, to answer RQ4 above, the effect size is categorized into: (i) fear & behaviour, (ii) fear & environment, and (iii) fear & personal components.

Table 11- Effect Size (f²)

	Original sample (O)	Interpretation
FEAR -> BEHAVIOUR	0.227	medium
FEAR -> ENVIRONMENT	0.76	large
FEAR -> PERSONAL	0.325	medium

With reference to Table 11 above, composing & social interaction has a large effect size of 0.556. far & behaviour has a medium effect size of 0.227. Fear & environment also have a large effect size of 0.76. Lastly, fear & personal components have a medium effect size of 0.325.

PLS Predict (Q²)

PLS predict (Q²) is performed to predict the relevance of the model. In PLS-SEM, it is stated that $Q^2 \geq 0$ (Ringle, 2016). Table 12 below reveals the PLS Predict (Q²) for the dependent variable. The analysis reveals the Q^2 for all items in the dependent variable -connectedness. Table 15 presents the Q^2 for the dependent variable.

Table 12- PLS Predict (Q2)- For Dependent Variable – Report by Item

	Q² Predict	RMSE	MAE
	Q²Predict	RMSE	MAE
BEHAVIOUR	0.036	0.997	0.796
ENVIRONMENT	0.573	0.663	0.519
PERSONAL	0.082	0.968	0.837

With reference to Table 12 above, all constructs (in the Q2 predict column) reveal $Q^2 \geq 0$. This thus confirms the goodness of the model predicted.

IPMA

IPMA or Importance-Performance Matrix Analysis. According to Ringle & Sarstedt (2016), IPMA is used to evaluate the performance and importance of the chosen constructs or indicators within a model. In the context of this study, individual IPMA analysis was done on each construct and reported in Table 13.

Table 13- IPMA (Importance)

	BEHAVIOUR	ENVIRONMENT	PERSONAL
FEAR	0.227	0.76	0.325

Table 14- Latent Variables Average Performance (Performance)

	LV performance value, average
Fear	68.933
Behaviour	45.738
Personal Components	48.588
Environment	59.560

According to jointly (Hauf, 2024) for PLS-SEM IPMA (Importance-Performance Map Analysis), there isn't a single "good score," but rather **constructs with high importance (total effects) but low performance scores (rescaled 0-100)** are key areas for improvement, indicating high potential for managerial action, while high importance/high performance is good, and low importance/low performance means less priority. Performance scores range 0-100, with higher values showing better attainment, but you interpret them *relative* to their importance.

Hence, for the fear and behaviour, there is low importance/low performance (Importance=0.227, Performance=45.738). There is also low importance/low performance for personal components (Importance=0.325, Performance=48.588). However, there is also high importance /low performance for the environmental component (Importance=0.76, Performance=59.560)

Conclusion

This section summarizes the study by making reference to the research questions. Next, it discusses the implications and provides suggestions for future research.

Summary of Findings and Discussion

Table 14- Outcome of Research Hypothesis

NO	Research Question	Research Hypothesis	Outcome
1	Is there a relationship between fear of oral presentation and personal components?	There is no significant relationship between fear of oral presentation and personal components	Reject null hypothesis There is a relationship between fear of oral presentation and personal components.
2	Is there a relationship between fear of oral presentation and behavioural components?	There is no significant relationship between fear of oral presentation and behavioural components	Reject null hypothesis There is a relationship between fear of oral presentation and behavioural components.
3	Is there a relationship between fear of oral presentation and	There is no significant relationship between fear of oral presentation and	Reject null hypothesis There is a relationship between fear of oral

	environmental components?	environmental components	presentation and environmental components.
4	To what extent does fear of oral presentation give effect to personal, behavioural and environmental components?	Fear of Oral presentation does not cause effects on personal, behavioural and environmental components.	Effect of Fear on; Personal factors= medium Behavioural factors=medium Environmental factors=large

Table 14 above shows the presentation of the outcome of the research questions and hypothesis. The null hypothesis is rejected for the research hypotheses 1, and 3, which means that there were significant relationships between fear of oral presentation and personal components, and also fear of oral presentation and environmental components. Additionally, there was a significant relationship between fear of oral presentations and behavioural components. This study is in accordance with the study by Mokhtar (2025), who also reported similar findings of aspects like presenters who have a fear of presentations face challenges with their language proficiency. In addition to that, according to Li & Lin (2016), presenters' anxiety about negative expectations from the audience can increase fear.

Finally, the null hypothesis was also rejected for research question 4, which reveals that there were effects on personal, behavioural, and environmental components. Specifically, the effects for personal and behavioural factors were large, while environmental factors showed a large effect.

The findings of this study are in accordance with the studies by Kong et. al (2024) and Ducker et. al. (2022), who also reported that personal factors play a crucial role in the presenters' fear. In addition to that, presenters past experiences in presentations can influence how much anxiety they have when it comes to oral presentations. The study by Gupta et.al. (2022) reported similar findings on the influence of environmental factors as a cause for fear of oral presentations. Future researchers could look into proving this phenomenon.

Implications and Suggestions for Future Research

Figure 4 below presents the proposed model for fear of oral presentation from the perspectives of social cognitive theory. This study has shown that fear does have effects on the behavioural, personal, and environmental components.
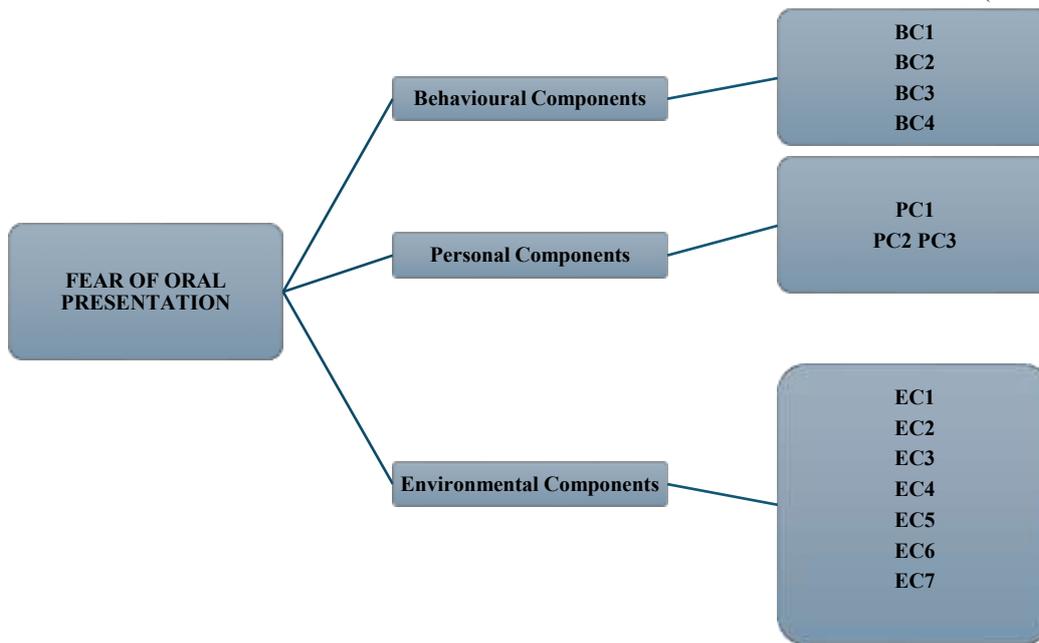
Figure 5- The Proposed Model- Fear of Oral Presentation from the Perspectives of Social Cognitive Theory

Table 15- Items for Behavioural Components (BC)

BC1	I pay attention to grammar and word order during conversation
BC2	I correct myself when I notice that I have made a mistake.
BC3	I reduce the message and use simple expressions.
BC4	I give examples if the listener doesn't understand what I am saying.

Table 16- Items for Personal Components (PC)

PC1	I change my way of saying things according to the context.
PC2	I try to relax when I feel anxious.
PC3	I try to give a good impression to the listener

Table 17- Items-Environmental Components (EC)

EC1	I fear for the marks I will get for the presentation
EC2	I fear the size and composition of the audience
EC3	I fear the venue of my presentation
EC4	I fear the time of day of my presentation– (some people are better in the morning and some in the evening)
EC5	I fear my personal state of emotional wellbeing (personal problems
EC6	I fear My previous low marks (what if I get low marks again?
EC7	I fear My previous high marks (what if I am not able to get another high mark?)

The instrument was originally adapted from Endler (1980) and Yaman and Kavasoğlu (2013). Forming this model used the original instrument merged with chosen theories. The model developed in this study can be applied in several ways. Firstly, the constructs formed can be used as an instrument (Tables 15,16 & 17) for researchers to investigate the causes of fear of oral presentation from the perspective of social cognitive theory (SCT). The SCT theory was introduced by Bandura(1986) and has been used by many researchers to explain phenomena under investigation. This theory suggests that learning learning begins with the learner (personal factors). The learner needs to be motivated to engage in the learning process. This motivation then leads to the learner taking his/her own initiatives (behavioural components) to succeed in the learning task. Nevertheless, it should be noted that the environment plays a crucial role in facilitating or restricting the learning process.

However, the findings in this study did not fully support Bandura's (1986) theory of Reciprocal Determinism, which is also a core concept of the social cognitive theory. The theory states that the three components, personal, behavioural, and environmental, all influence and are influenced by one another.

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